DOCUMENT RESUME

ED 404 443 CE 073 343

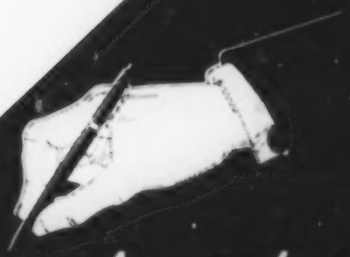
AUTHOR	Tout, Dave; And Others
TITLE	An Annotated Bibliography of Workplace Basic Education Resources and Readings--1996 Update.
INSTITUTION	National Languages and Literacy Inst. of Australia, Melbourne. Adult Education Resource and Information Service.
SPONS AGENCY	Adult, Community, and Further Education Board, Melbourne (Australia).
REPORT NO	ISBN-1-875578-68-4
PUB DATE	96
NOTE	58p.; Update of ED 374 241.
AVAILABLE FROM	Adult Education Resource and Information Service, Language Australia, GPO Box 372F, Melbourne, Victoria 3001, Australia.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Community Education; Competency Based Education; *Educational Practices; Employment; English (Second Language); Foreign Countries; *Literacy Education; Partnerships in Education; Program Development; Program Implementation; Student Evaluation; Training Methods; *Vocational Education; Womens Education; *Workplace Literacy
IDENTIFIERS	*Australia

ABSTRACT

This annotated bibliography contains 421 resources and readings related to workplace basic education. The resources/readings, which are subdivided into two sections based on publication type, examine various aspects of adult basic and literacy education, specific workplace-based education and training, employment, and/or vocational education, including the following: competency-based training; information networks in vocational education/training; mentoring; research in adult and vocational education; women's education; program administration; adult community education; English as a second language, program accreditation; action learning; student assessment; unions; and training partnerships. Section 1 contains citations of 115 books, handbooks, reports, pamphlets, and audiovisual materials. Each citation contains the document's title, author, ISBN number, publisher, and place/year of publication, as well as a brief abstract containing some or all of the following: the document's purpose and/or intended audience, major topics discussed, any special features included (such as models and examples), and highlights of major findings presented. The resources are also listed by author. Section 2 contains a list of 306 journal readings. All entries are listed by title and also include the name, volume, issue number, and date of the journal in which the reading is located. Concluding the document is an author listing of the journal readings. (MN)

1996 UPDATE

Resources & readings supplement - July 1994 to Dec 1996



An Annotated Bibliography of

Workplace Basic Education Resources and Readings

ED 404 443

Produced and edited by
Dave Tout, Melva Renshaw and Jan Kindler
Adult Education Resource and Information Service, ARIS, Language Australia.

U.S. DEPARTMENT OF EDUCATION
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An Annotated Bibliography of Workplace Basic Education Resources and Readings - 1996 Update

Dave Tout, Melva Renshaw and Jan Kindler

Adult Education Resource and Information Service, ARIS

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An Annotated Bibliography of Workplace Basic Education Resources and Readings - 1996 Update

Dave Tout, Melva Renshaw and Jan Kindler

ISBN 1 875578 68 4

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All enquiries in relation to this publication should be addressed to:

Adult Education Resource and Information Service, (ARIS)
Language Australia, the National Languages and Literacy Institute of Australia
GPO Box 372F
Melbourne VIC 3001

This publication has been written, designed and desktop published by Dave Tout, Melva Renshaw and Jan Kindler at ARIS.

ARIS is funded by the Adult, Community and Further Education Board, Victoria and Language Australia, the National Languages and Literacy Institute of Australia.

Adult Education in the Community

LANGUAGE AUSTRALIA
The National Languages and Literacy Institute of Australia

Introduction

This 1996 Update to the 1994 initial edition of **An Annotated Bibliography of Workplace Basic Education Resources and Readings** documents those resources collected by ARIS since the production of the initial edition. These listings are generated from ARIS's two databases - one of resources and the other of journal readings.

The adult literacy and basic education resources and readings listed include materials that are related in some way to workplace based education and training - not only specific workplace materials, but also materials related to employment and vocational education.

There are two main sections to the bibliography - the **resources** section, and the **journal readings** section.

Section 1 - Resources
This section includes books, reports, pamphlets, and audio-visual materials. The abstracts for these are listed alphabetically according to title, followed by an author listing.

Section II - Journal Readings
The Journal readings are listed in two ways - by title, and then by author. These lists include relevant readings collected from Australian and overseas journals or collections of readings.

Further information

All of the materials listed, including the journal readings, and the journals, are located at ARIS. For further information about their availability, cost, etc., or for access to the collection or the ARIS databases, please contact ARIS at:

ARIS, Language Australia
The National Languages and Literacy Institute of Australia
Level 9, VUT Building
300 Flinders Street
Melbourne VIC 3000

Phone: (03) 9614 0255 Fax: (03) 9629 4708

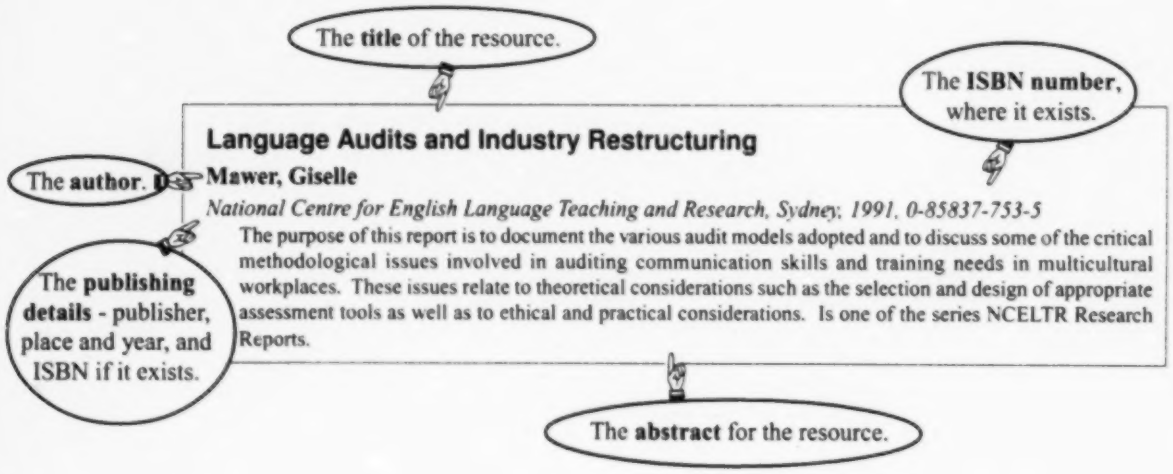
The postal address is:
GPO Box 372F
Melbourne VIC 3001

How to read the abstract section

The first section contains the listing of the resources with their abstracts. Each entry includes information on:

- The title
- The author
- Publishing information - the publisher, the place of publication, year of publication
- The ISBN number if available[1]
- An abstract for the resource.

Below is a diagram illustrating how this section is written.



[1] Many of the resources are government or education system reports or project outcomes, and many do not have ISBN numbers.

SECTION I
RESOURCES -

Title listing with abstracts

A Collection of Readings Related to Competency-Based Training

Deakin University, Geelong, Vic., 1994, 0 7300 1846 6

This is a collection of 39 previously published papers. They are divided into the following seven sections. Examples of papers are given for some.

- What is competency-based training?
  - '*Competency-based education: A bandwagon in search of a definition*' (Spady)
- Historical development of competency-based training
- The concept of competence
  - '*From novice to expert*' (Benner)
- Competency-based training and reform
  - '*A statewide system for competency-based instruction*' (Blank)
- The international debate on competency-based training
  - '*Modularisation: Do we really know what we are doing?*' (Ker)
- The Australian debate on competency-based training
  - '*How clever we are ... in the way we train our workers? The great Australian competence caper*' (Scott)
- Competency-based training in practice.

A guide to information networks in vocational education and training

KDC Consulting

Department of Employment, Education and Training, Canberra, 1994, 0 642 22134 0

Primarily aimed at people who wish to disseminate information on Vocational Education and Training (VET) initiatives, this guide lists periodicals and other resources that include VET information. As the publication is aimed at those seeking information on VET, the resources are arranged by sectors such as government and national organisations, Industry Training Advisory Bodies (ITABs), print / radio / TV, professional associations, universities etc. Each entry provides details of publisher, scope, proportion of VET content, cost, content details and target audience.

•Published in 1994, much of this information could now be outdated or the organisations that were in existence in 1994 could now be defunct. A critical approach is suggested.

A guide to mentoring: a guide to support the Work Based Learning in Action Scheme

Watts, Lynda

National Staff Development Committee for Australian National Training Authority (ANTA), Melbourne, 1996, 0 642 24565 7

This is a brief guide that provides an overview of the essential elements of a workplace mentoring program. The guide focuses on facilitated mentoring, emphasising the importance of developing strategic relationships between the mentoring program and the organisation's corporate training plan.

A handbook for research in adult and vocational education

Funnell, Robert (ed.)

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1996, 0 86397 319 1

Directed at trainers and teachers wanting to learn about conducting research into vocational education and training, the sixteen chapters cover both qualitative and quantitative research, research methodologies, validity and analysis, writing, presentation and the ethical dimensions of research.

A Language Syllabus for Jobseekers

Er, Eleanor

NSW Adult Migrant English Service (AMES), Surry Hills, N.S.W., 1994, 0 7310 1804 4

This publication presents a syllabus for teaching language and literacy for adult migrant jobseekers within the Certificate in Spoken and Written English. It:

- summarises curriculum issues underpinning the syllabus
- shows how to develop units of work for each jobseeking text and illustrates this with a sample unit of work
- describes syllabus specifications at three stages of English language learning development.

A window on women's skills in administrative and clerical work: a practical guide

Lazenby, Kim & Poynton, Cate

South Australia, Department of Labour, Women's Adviser's Unit, Adelaide, 1992, 0 7308 2399 7

This guide aims to provide some of the resources required to conduct skills audits and analyses in an effective and comprehensive manner. It focuses on the identification of the skills of women workers, giving particular but not exclusive emphasis to interpersonal and communication skills. The guide should also help with developing job descriptions, job specifications and selection criteria, and with conducting performance appraisals and training needs analyses. Alternative descriptions for some of the skills used by women workers are provided.

Divided into six sections, the guide covers how to:

- avoid minimising or downplaying one's skills
- be specific when describing skills and tasks
- ensure that a person's skills and not their personality are being described
- recognise enterprise and industry knowledge
- value responsibility accurately
- include all skills and job tasks.

Accreditation and Registration of Adult Literacy and Adult ESL Courses and Providers available under Tendered Labour Market Programs

Plimer, Don, Solomon, Nicky & Cope, Bill

Don Plimer Consultancies and the NLLIA Centre for Workplace Communication and Culture, Sydney, 1994

This is the report of a project which developed registration and tendering criteria for the Special Intervention Program (SIP). To maximise consensus on these criteria, over 100 interested parties were interviewed, and later provided input at a number of stages of the project.

The report covers:

- the background to the project and its brief, and the methodology used
- recent developments in language and literacy policy and related labour market training and program tendering policies
- the Government's national training reform agenda
- current frameworks and recognition processes
- industry standards
- tendered labour market programs
- SIP registration and tendering criteria.

ACE Works: The Vocational Outcomes of Adult and Community Education Courses in New South Wales

McIntyre, John, Foley, Griff, Morris, Roger & Tennant, Mark

NSW Board of Adult and Community Education, Darlinghurst, NSW, 1995, 0 7310 5036 3

In 1994 the NSW Board of Adult and Community Education commissioned a research project to investigate the nature of vocational outcomes of the sector in NSW. The aim was to report on the vocational outcomes from the perspectives of the individual learner, the needs of industry and regional and rural provision. The research was based on an extensive literature review, a cornerstone survey of 3400 participants in general courses in 40 providers, a study of employers and training for industry and the labour market, and regional and local case studies of selected community college and community adult education centres.

Some of the main findings were that:

- the typical participants in Adult Community Education (ACE) courses are female, post-school qualified and in work.
- outcomes of ACE courses are generic skills and subject-knowledge rather than job-specific benefits such as career mobility or job security.
- the major contribution which ACE makes to the needs of industry is through providing local training for small business through the advertised program, notably in the computing area.
- some regional ACE providers have taken up the 'community college' and are consequently achieving a widening range of vocational outcomes as they evolve innovative organisational structures.
- smaller community adult education centres are achieving vocational outcomes on a limited resource base.

The report concludes by suggesting a number of ways in which ACE can expand its role in the developing VET system.

Action Learning in Vocational Education and Training

National Staff Development Committee, Chadstone, Vic., 1993

Action learning is a form of professional development. Action learning is learning by doing. It is a team based approach to learning in which a group of people meet regularly to undertake an authentic work based task through their own enquiry and prior knowledge, and when appropriate, the expertise of others.

These four volumes, ***Action Learning in Vocational Education and Training***, report on a project which explored the potential of action learning as a staff development methodology within the TAFE context.

Volume 1: Theoretical Background

Ballantyne, Roy, Bruce Christine & Packer, Jan

National Staff Development Committee, Chadstone, Vic., 1993

This Volume provides a literature review of action learning in staff development. It examines action learning and its useability in the vocational education and training sector. The book covers the underlying theories and principles, advantages, procedures, strategies and design options, and the application and evaluation of action learning.

Volume 2: Action Learning as a process: Theoretical Foundations

Passfield, Ron & Billett, Stephen

National Staff Development Committee, Chadstone, Vic., 1995

Volume 2 links action learning to contemporary theories of individual and organisational learning.

Volume 3: Applied Principles

Dickie, Kay, Passfield, Ron, Billett, Stephen, Clatworthy, Neville, Gillen, Karen & Hunter, Rachel

National Staff Development Committee, Chadstone, Vic., 1995

Volume 3 includes chapters on the TAFE context, the origins and nature of action learning, the findings of case studies (where action learning had been used as a staff and organisational development strategy), the relevance and potential of action learning for the TAFE sector, and formal recommendations and guidelines for the implementation of action learning in TAFE. Details of the five case studies, which evaluated programs in NSW, Victoria and Queensland, in the public and private sector, are included as an appendix.

Volume 4: Annotated Bibliography

Ballantyne, Roy, Bruce, Christine & Packer, Jan

National Staff Development Committee, Chadstone, Vic., 1995

This final volume, Volume 4, is an annotated bibliography of relevant literature on action learning.

Assessment and moderation processes in adult literacy and adult ESL in tendered labour market programs: 1994 Draft Report

Cope, Bill & others

NLLIA Centre for Workplace Communication and Culture, Don Plimer Consultancies and NLLIA Language Testing Research Centre, Sydney, 1994

Discusses the education and training context for assessment and moderation processes; adult literacy and adult ESL responses to training agenda; theories of good practice in CBT; assessment, reporting and moderation practices in adult literacy and special intervention programs; future directions; and guidelines and principles. Twelve recommendations on assessment procedures, accreditation of assessment instruments, training, moderation and verification are made.

Assessment Practical Guide

Rumsey, David

Australian Government Publishing Service, Canberra, 1994, 0644 33532 7

One of a series of three complementary publications: *Assessment Practical Guide*, *Assessment Technical Manual*, and *Assessment System Design*.

This volume, *Assessment Practical Guide*, is a general, practical document aimed at providing an understanding of competency based assessment. It concentrates on the purposes of assessment, offers advice on how to prepare, conduct and review assessment, and provides examples of good practice through case studies.

Assessment System Design

Toop, Leigh, Gibb, Jennifer & Worsnop, Percy

Australian Government Publishing Service, Canberra, 1994, 0644 33537 8

The second manual provides design options for developing assessment systems. It discusses the factors that influence how an assessment system can be designed to meet the needs of particular organisations. It provides a stocktake of assessment systems operating in industry, identifying common issues faced by industry in developing these systems and gives ten examples of good practice.

Assessment Technical Manual

Hagar, Paul; Athanasou, James & Gonczi, Andrew

Australian Government Publishing Service, Canberra, 1994, 0644 33536 X

Third of the series of three complementary publications, this manual provides details on the technical aspects of assessment in a competency based system of vocational education and training. It is written for people involved in developing assessment arrangements in industry and enterprises as well as educational institutions. It discusses assessment principles, approaches and strategies, the strengths and weaknesses of various methodologies, alternative assessment approaches, how to match assessment strategies to competency standards and the learning outcomes contained in training curriculum.

Australian key competencies in an international perspective

Werner, Mark C.

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1995, 0 86397 287 X

In Australia, generic competencies are being developed as the Mayer 'employment-related key competencies' whereas in New Zealand they are referred to 'essential skills'. This report investigates what prompted their adoption, and the information and processes used to arrive at what are considered to be the 'key competencies' and 'essential skills'. Further, the development of generic competencies in a number of other overseas countries is investigated and compared to the Australian and New Zealand developments. Chapters include the development of key competencies in Australia (including the Karmel, Finn and Mayer committees), development of essential skills in New Zealand, comparison of the lists of skills, and the developments in England and Wales, Scotland, U.S., Canada and Germany.

Australian Union Workbook

Dyson, Bronwen

NSW Department of School Education, Metropolitan East Disadvantaged Schools Program, Erskineville, NSW, 1992, 0 7305 8942 0

This book was written to give teachers information about unions and also to combine teaching content with the development of language skill. Areas covered are: why unions?, the 8 hour day, aims of unions, arguments for and against unions, how unions achieve gains, the organisation of unions. Each section starts with an article and is followed by language activities and possible research projects.

Basic Skills and Jobs

Institute of Manpower Studies

Adult Literacy and Basic Skills Unit, London, 1993

This is a summary of *The Basic Skills Needed at Work: A Directory* and *Basic Skills and Jobs: A Report on the Basic Skills Needed at Work*. It presents the main findings of research undertaken in England and Wales to assess the level of demand for reading, writing, oral communication and numeracy skills at work. It also looks at the extent to which employees and applicants for employment have adequate basic skills for their jobs, and whether the demand for basic skills is increasing or decreasing. The report's most important conclusion is that the range and number of jobs open to those who have problems with basic skills is small and shrinking.

Basic Skills Training at Work: A Study of Effectiveness

Adult Literacy and Basic Skills Unit (now Basic Skills Agency), London, 1995, 1 85990 019 4

This study aimed to examine:

i) the contribution that workplace training can make to the improving the basic skills of individuals and groups of individuals,

ii) how this impacts on their work and, in turn, the performance of the company,

iii) any indirect benefits of training programs, eg on self-esteem, and the impact of these on the individual.

It was based on a detailed assessment of 17 individual employer based case studies, where the companies were from a range of industries, and employed between a handful to hundreds of workers. Among a number of issues, the findings highlight:

- the general high degree of effectiveness in virtually all case studies
- the particular benefits of the second model as listed above
- ways in which some of the practical constraints of training delivery can be alleviated
- the importance of management awareness and perceptions to the possible success of training programs.

Best Practice in Managing a Culturally Diverse Workplace: A Manager's Manual

Migliorino, P., Miltenyi, G., & Robertson, H.

Australian Government Publishing Service, Canberra, 1994, 0 644 29576 7

This manual provides many practical tips on how to work constructively with diversity to improve workplace efficiency, creativity and productivity. Case studies from BHP, Don Smallgoods, Dulux, Kellogg Australia, Smorgon RC and Qantas provide examples. Competencies which managers need to perform effectively in culturally diverse workplaces are also identified. Finally the manual provides a model of organisational change that incorporates managing cultural diversity as an integral element in managing successful change.

Branching Out: A Report on the Forest and Forest Products Industry National Literacy and Numeracy Project

Serle, Oenone

Forest and Forest Products Employment Skills Company, Nunawading, Vic., 1995

The project brief for this research included examining the literacy and numeracy demands of work in the forest industries, investigating the current literacy and numeracy skills of the workforce, identifying any areas in which improvement was needed and developing a strategy plan and recommendations. The report includes methodology, assessment tools used, analysis of industry requirements, current literacy and numeracy competencies, past training initiatives and conclusions and recommendations. The research found that there are substantial skill areas in need of development if the industry is going to achieve a better occupational health and safety record, greater productivity and allow the workforce to reach its potential.

Breathing Life into Training: A Model of Integrated Training

Sefton, Robin, Waterhouse, Peter & Deakin, Rosemary (eds.)

National Automotive Industry Training Board, Doncaster, Vic., 1994, 0 646 20569 2

This is a report of a project conducted by the National Automotive Language and Literacy Coordination Unit (NALLCU) during 1993 and the early part of 1994. The aim of the project was to develop, trial and evaluate a model of integrated training within the context of the Vehicle Industry Certificate through 6 pilot programs in different enterprises across the country. The methodology adopted for the project was one of action research with a case study developed for each of the pilot programs. The report includes an executive summary with recommendations. The other chapters examines the industrial context, methodology, key theoretical perspectives from the educational literature, the case studies and analyses the learning curriculum issues that arose from the project, and evaluates the project in relation to its aims.

Building Partnerships: TAFE and Industry: integrating English language, literacy and numeracy into training

Jackson, Elaine (ed.)

Western Sydney Institute of TAFE, Foundation Studies Training Division, Sydney, 1996

This is a special issue of *Literacy Broadsheet*, a publication of the Adult Literacy Information Office of TAFE NSW. It focuses on how TAFE and Industry can work together in integrating English language, literacy and numeracy into training. It is a collection of short articles and lists of relevant information and contacts. Articles address a range of issues, including: changes in the VET sector; the importance of English language, literacy and numeracy in VET; the training needs of industry trainers, vocational teachers and curriculum writers; and some examples of partnerships between TAFE and industry are included.

Calling the tune: Market responsive vocational education: A discussion paper

Lundberg, David

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1994, 0 86397 071 0

This discussion paper which looks at market responsive education and training. The paper considers the implications of an open training market and the conflict of policy principles in the training reform agenda between competition and cooperation. The broader implications of markets as instruments of social choice and balancing educational and market priorities are also considered. Fee for service, tendering and the corporatisation of TAFE are also briefly discussed. The paper concludes with accepting the benefits of a competitive market for vocational education and training services provided the market is understood and regulated.

Case studies of good practice in workplace literacy

Pearson, Geoff & Strickland, Barry

Department of Employment, Education and Training, Canberra, 1994

This six volume report is the result of an Australian Language and Literacy Policy National Adult Literacy Project. The aims of the project were: to provide an overview of developments in workplace language and literacy education; to present a number of successful workplace programs as case studies of 'good practice' in the planning, delivery and evaluation of such programs; and to use the case study evidence as the basis for a number of 'good practice' observations and recommendations.

The report details the study, starting with an introduction to the project and its findings, followed by three volumes detailing the 16 case studies of 'good practice'. Section C gives a statistical overview of the 68 programs recommended to the researchers; and finally there is an executive summary.

The volume titles are:

Section A: Introduction, observations and recommendations
Section B: Case Studies (in 3 volumes)
Section C: A statistical overview of the 68 programs recommended to the researchers
Section D: Executive summary.

Challenges and Choices: A study of four providers of adult community education

Barnett, Kate & Wilson, Sara

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1994, 0 86397 095 8

This project set out to examine the vocational orientation of the programs offered by community providers, obtain an understanding of the impact being made on community providers by the Training Reform Agenda, and to examine the relationship between community providers and TAFE colleges. Four case studies were selected to reflect a range of providers. Three case studies focused on vocational courses and the fourth on adult literacy. The case studies are also used to examine the relationship between each provider and the TAFE college in nearest physical proximity.

Communicating for a change

Nash, Kate

Australian Light Manufacturing Industry Training Advisory Board, Carlton, Vic., 1996, 0 646 27036 2

This is the report of a study that focused on the communication skills likely to be required of employees at all levels across the TCF industries in the light of changes and developments in workplace practices. The report outlines some of the key directions for change within the TCF industries. It then focuses on the implications of these changes for skills required in communication, starting with the literacy and numeracy needs of employees but also looking at the implications at all levels of organisations including management. There are sections on Drivers of change in TCF enterprises; What change and how?; Emerging training needs; and Recommendations.

Communication and Training: Research in the Australian Food, Beverage and Tobacco Processing Industry

Lucas, Anita & Harwood, Michelle

National Food Industry Training Council (NFITC), Brisbane, 1993, 0 642 20363 6

This literacy survey project aimed to provide qualitative information on the literacy, English language and numeracy training needs and demands in the food processing industry. Further objectives were to develop and trial procedures for identifying competency levels within the industry and to develop a data base of material which demonstrated the literacy, English language and numeracy required to perform work and undertake training within an organisation. In addition to using a questionnaire to conduct personal interviews, the research involved observing the working environment of the interviewees and collecting written material used in the workplace.

The research uncovered many issues relating to communication and training specifically in the areas of:

- identification of training
- access to training
- assessment of literacy, English language and numeracy skills
- dynamics of workplace communication.

The report discusses these areas in depth as well as the scope of the project, the methodology, recommendations and conclusions.

Communication in the Workplace

Shmerling, Leah

Macmillan Education Australia, South Melbourne, Vic., 1996, 0 7329 1941 X

Based on the TAFE National Communication Skills Modules, this book adopts a competency-based approach, and focuses on written and oral communication and interpersonal skills. Each of the six chapters is written as a learning module and is divided into two or four learning outcomes. Each includes discussion of purpose, performance criteria, and assessment and competency attainment checklists. The six chapters are titled 'Workplace Communication', 'Writing Workplace Documents'. 'Dealing with Conflict', 'Negotiation Skills', 'Team Building and Work Team Communication' and 'Job-Seeking Skills'. Some of the learning outcomes are: understanding negotiation skills, improving people skills, planning and preparing a presentation that represents the team and its view, and increasing self-knowledge.

Communication skills

Elder, Bruce

Macmillan Education Australia, South Melbourne, Vic., 1994, 0 7329 2530 4

Written primarily for students studying the National Communications Skills Project modules, this work is particularly suited to competency based training programs. It contains theory and observation on each NCSP module topic, along with a number of case study situations and class exercises. However the content is easily accessible and could be used without exposure to the training modules. Chapters include: the theory of communication; work team communication; dealing with conflict; negotiation skills; team building; and speaking. The author writes on the premise that communication skills are valuable life skills that have diverse application and that by recognising our individual limitations we can work towards becoming a more effective communicator. He proposes that communication theory is common sense and the practice of communicating is fascinating and fun. The tone of the book and sample exercises provided support this premise.

Competencies: The competencies debate in Australian education and training

Collins, Cherry (ed.)

Australian College of Education, Deakin, ACT, 1993, 0 909587 70 1

This collection of essays addresses the state of competency based education from a number of perspectives, from official policy formation and the National Training Reform Agenda to educators who are implementing competency based programs in TAFE, schools vocational training and the professions. Other essays draw on psychology, sociology and social theory to reflect on the wider political and social implications of the competency movement.

Competency in communication: A survey of literacy and numeracy skills of the dairy industry and gardening (Local Government) industries: Summary report

Fenwick, John & Weatherhead, Julie

Victorian College of Agriculture and Horticulture, Distance Learning Centre, Warragul, Vic., 1994, 1 86285 799 7

Farmers and horticulturists undertake a range of tasks including maintaining records, using computers, maintaining accounts, mixing and using chemicals, purchasing and using equipment - all within an occupational health and safety framework. Since little research has been undertaken in these industries, this project aimed to measure the level of current literacy and numeracy skills in the industry and to propose strategies to encourage more people to improve their skills. This report includes details of the survey used, discussion of the results and proposed strategies and recommendations.

Comprehensible insurance documents: Plain English isn't good enough

Penman, Robyn

Communication Research Institute of Australia, Canberra, 1992

The author begins this paper by explaining the development of 'legalese', and discussing the 'Plain English' movement. She contends however, that the Plain English movement has 'offered a simple solution to a complex problem, without any assessment of the effectiveness of that solution in the real, everyday world'. Tests were conducted using four participants to evaluate the comprehensibility of an insurance policy document. In addition, eight participants were involved in evaluating two versions (one 'Plain English') of a car insurance policy document. There were significant problems with both documents and the author concludes that, using the criteria of reader's understanding, 'we can only deem that the 'plain English' policy is not a success. The author finds that the solution lies in involving the reader in the preparation of legal documents so that meaning is 'negotiated' rather than simply 'transmitted'.

Core Educational Competencies at Four Levels for the Building Industry

Burroughs, Elizabeth M.

Human Sciences Research Council, Pretoria, 1993

This South African research examines the educational levels implicit in the tasks that workers must undertake at the various levels in the Building Industry Federation's (BIFSA) career path matrix. The tasks were identified

in the BIFSA training manuals, which in themselves presuppose certain educational requirements. As far as possible, these requirements were kept separate. The training is itself absorbed in the larger approach taken to training, viz. the competency-based modular approach. This report considers the present interpretation of that approach in the building industry, and suggests a shift in interpretation in the light of the likely end-users of the training. It is hoped that such information could result in a clearer understanding of the four levels of education proposed for Adult Basic Education.

Creating Industry Training Partnerships

Marson, Linda

Australian National Training Authority, Sydney, 1995

State and territory Industry Training Advisory Bodies (ITABs) work directly with industry, enterprises and providers to implement training arrangements which industry has identified as necessary through local industry training plans which they prepare for their State Training Agencies. They also assist with the development of training programs by public and private providers and play a major role in the accreditation of courses and the registration of providers. By presenting a number of case studies, this publication is a guide to the role and functions of state ITABs. The case studies are grouped under policy and planning; quality processes, products and services; promotion and facilitation of quality training programs; and ITAB corporate management.

The first section of the booklet summarises the case studies and the second documents how some ITABs have achieved their goals. For example, it contains extracts from Industry Training Plans, newsletters, career booklets, orientation manuals and copies of model agenda papers for ITAB board meetings.

Crossing the Borders of Workers' Literacy

O'Connor, Peter

Adult Literacy and Basic Skills Action Coalition (ALBSAC), Stanmore, NSW, 1994, 1039-5822 (ISSN)

This paper is one in the *Focus* series - occasional papers in adult basic education published by ALBSAC.

The overwhelming tendency of much workplace education is to simplify, standardise, and render all manner of phenomena predictable, including the dynamics of the workplace itself. In contrast, this paper argues for an approach which recognises the existence of both official and unofficial discourses within the workplace, and of the conflict and tension existing on the borders between the two. How well we understand the borders, and various passages in and through workplaces, the customs and cultures of the inhabitants and regular visitors, will largely determine the shape and effectiveness of our involvement in these territories.

Use of the approach outlined here, which problematises rather than simplifies, allows us to more adequately address complexities, promote creative and collaborative problem identification and resolution, and to begin to map out new directions and strategies for learning in the workplace.

Dairy Industry Training Units

Oakley, Denise

Outer Eastern College of TAFE, Wantirna South, Vic., 1993

The project has produced three induction level training modules that require minimal external support and are designed to train people with low literacy skills. These modules are consistent with the core competencies set out in the Certificate of Dairy Technology. The training units aim to increase the access to training of workers with low level skills and introduce vocabulary associated with the training concepts. The training modules cover Quality, Manual Handling, Chemical Handling and Storage.

Effective Report Writing (Modules 1 to 4)

Baylis, Pauline, Joyce, Helen and Slade, Diana

University of Technology Sydney, Centre for Workplace Communication and Culture, Broadway, NSW, 1994

Module 1: Eight Steps to Effective Writing

This module aims to help employees who need to write as part of their job, as well as supervisors or tutors who are assisting them. The module covers planning (including audience and purpose), organising information, writing coherent and unified paragraphs and sentences, and drafting, formatting and editing. The modules are designed so employees can work on their own or with assistance.

Module 2: Accidents and Incidents in the Workplace: Reports

Baylis, Pauline, Joyce, Helen & Slade, Diana

University of Technology Sydney, Centre for Workplace Communication and Culture, Broadway, NSW, 1994

Module 2 aims to help employees who need to write as part of their job, as well as supervisors or tutors who are assisting them. It concentrates on accident and incident reports and was originally designed for use by BHP employees. Topics covered include why these reports need to be written, what information to include in them, who reads them and examples of forms used.

Module 3: Effective Report Writing

Baylis, Pauline, Joyce, Helen & Slade, Diana

University of Technology Sydney, Centre for Workplace Communication and Culture, Broadway, NSW, 1994

The third module aims to help employees who need to write technical and/or scientific reports as part of their duties, as well as supervisors or tutors who are assisting them. Topics include the main types of reports, functions and structure of reports and the use of technical language.

Module 4: Writing Technical and Scientific Reports

Baylis, Pauline, Joyce, Helen & Slade, Diana

University of Technology Sydney, Centre for Workplace Communication and Culture, Broadway, NSW, 1994

This module aims to help employees who need to write technical and/or scientific reports as part of their duties, and presents detailed information and activities about the structure and language of technical and scientific reports. Topics covered include technical vocabulary, abstracts, theoretical backgrounds, methods and procedures and conclusion and recommendations.

Elevating Choice: A study of Aboriginal women's labour market participation in South-east Queensland

Runciman, Claire

Australian Government Publishing Service, Canberra, 1994, 0 644 32444 9

This report focuses on impediments to improving Aboriginal women's employment prospects, and identifies training needs and strategies which may help to improve the position of Aboriginal women in the workforce. It includes a discussion of the literature on Aboriginal women's employment, and a profile of the current employment position for Aboriginal women as drawn from the 1986 Census . The report also presents the results of structured interviews with Aboriginal women in various employment circumstances. It includes a number of recommendations and these are directed at policy makers and program managers, and aim to reduce the barriers to employment that Aboriginal women face.

Engineering Production Certificate: Mathematics Assessment and Numeracy Support Materials for EPC and Assessment for EPC Numeracy: Final Report (2 volumes)

Marr, Beth, Parrett, Ivan & Fitzgerald, Sheila

Northern Metropolitan College of TAFE, Preston, Vic., 1993

The aim of this project was to conduct an examination of relevant Industry Training Plans, the Engineering Production Certificate (EPC) modules and any other Quality Control courses for relevant numeracy competencies. An assessment instrument which could be used for recommendations regarding subsequent worker training pathways was designed, trialled and finalised. The project reviewed currently available industry mathematics materials and involved discussions with teachers to identify mathematics skills necessary for the EPC.

English 15-19 year-olds' vocational education: Some lessons for Australia?

Hall, William

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1994, 0 86397 135 0

This report compares and contrasts the vocational education of 15-19 years olds in England and Australia. The bulk of the work was conducted in the North of England in order to gain a regional view rather than one from a major city. The report has been based on available recent literature (much collected in England), interviews and personal observations. Individual chapters look at the background to vocational education, its delivery at the local level and policy considerations, especially as they apply to Australia.

English in the Workplace: Competency Framework

Baylis, Pauline & Thomas, Gail

NSW Adult Migrant English Service (AMES), Surry Hills, N.S.W., 1994, 0 7310 1810 9

English in the Workplace: Competency Framework describes some of the generic communication competencies required by employees in Australian workplaces. These competencies are required to meet language and literacy demands of current employment and training. The competencies are described for a range of employment levels and situations.

The book provides practical examples of how to identify the language demands of work practices, gives a practical format for conducting language and literacy assessments, and provides many examples of the kinds of language and literacy competencies expected across a number of workplaces and tasks.

Enterprise Bargaining and Workplace Literacies

Hughes, Bill & Ovens, Carolyn

NLLIA Adult Literacy Research Network (QLD), Brisbane, 1995

This is one of a series entitled *Research into Practice Series* which aims to disseminate research into different aspects of adult literacy. This booklet, number 3 in the series, is designed to provide background to the reform agenda, the place of enterprise bargaining within this agenda, and on government initiatives regarding English language and literacy programs in the workplace.

Evaluation of the language and literacy elements of the Special Intervention Program 1994-1995: Interim Report: Case Study Component

Rich, Karen, Murphy, Kylie & O'Brien, Clare

Department of Employment, Education and Training, Economic and Policy Analysis Division, Canberra, 1996, 0-644-45601-9

This report presents the findings of the case study component of a three-stage evaluation of the English as a Second Language and literacy elements of the Special Intervention Program. It is based on interviews that were conducted during 1994 with clients, CES officers and key personnel from a range of training providers, and will be complemented by a longitudinal survey. The majority of the report's findings are very positive - the assistance provided 'is helping to meet the needs of jobseekers to overcome their barriers to employment'. The report includes details of the background and methodology of the study; the findings from the interviews; program outcomes and course issues. The changing political environment and the withdrawal of funding from literacy through the demise of SIP makes this a historical document in the same year as its publication.

Fine Food: Five Training Approaches to Hygiene and Sanitation A, National Certificate in Food Processing

National Food Industry Training Council, Brisbane, 1993

These reports document five pilot workplace programs for workers with low literacy, English language and numeracy skills, who are undertaking training in the National Certificate in Food Processing (NCFP). The objective of each pilot program was to deliver the Hygiene and Sanitation Module A, of the NCFP in 20 hours of structured training using one of five methodologies: peer tutoring, group training, triform training, team teaching and recognition of prior learning.

Each methodology is explained in detail and may be adapted to the demands of individual workplaces. They may also be combined to suit the needs of both trainers and trainees. A database of material is also documented in the reports which may be useful for educational providers, workplaces, workplace trainers and other interested parties who are contemplating implementing programs in the NCFP. The two volumes that ARIS holds are:

Volume 3: Triform Training

Rainer, Rosemary & Raisbeck, Rhonda

National Food Industry Training Council, Brisbane, 1993, 0 642 20356 3

Trialled at Bonlac Foods in Victoria, Triform Training incorporates three forms of structured training: a group training session, a one-to-one training session, and a self-paced research project. The one hour group session is used for whole group activities and discussions. The one-to-one session allows the participants and the trainer to work more closely on the individual's language and literacy needs. The research project

encourages the development of independent learning, observation and data gathering skills.

This methodology is thought to support most adult learning styles and be ideal for workplaces that have difficulty releasing a group of workers at one time. This report includes discussion of the establishment and delivery of the pilot program, with outcomes covering learner achievements, and evaluation of curriculum and materials.

Volume 5: Recognition of Prior Learning

Harris, Sally

National Food Industry Training Council, Brisbane, 1993, 0 642 20358 X

Trialled at Orlando Wyndham, Recognition of Prior Learning (RPL) was adopted as it suited the needs and demands of the workers and workplace. The main focus was to discover what the workers had learnt through their formal training, work experiences and/or life experiences. The report documents the processes of recognising prior learning i.e. the preparation that is needed, the need to ensure compatibility with prior learning and the outcomes of current programs, the time that is required, and the assessment and recognition of competency. This report also covers the establishment and delivery of the program, and outcomes and conclusions.

Food Stars 2: Something to Toast: Enterprise Based Teaching at Carlton and United Breweries (NSW) Pty. Ltd., Kent Brewery

Thomas, Gail

National Food Industry Training Council, Brisbane, 1993, 0 642 20360 1

Food Stars: Spoken and Written English in the Workplace: Three Case Studies document programs for developing workplace skills, and are intended to provide insights for industry parties who are involved with implementing literacy, English language and numeracy programs in the workplace. The courses are aimed at developing workers' communications skills as they relate to workplace based skills, industry restructuring and training. Each course was designed to meet the needs of the individual workplace.

This case study describes the provision of a workplace program at the Kent Brewery by NSW AMES. By having a teacher based at a company, the possibility of integrating training into mainstream worksite training was enhanced. Central to this case study is the role of workplace training as part of the workplace reform agenda at the Brewery. The report also discusses how delivery methods compatible with organisational needs were negotiated, and the establishment and effectiveness of an on-site Open Learning Centre.

Getting to Grips with . . .

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1991, 0 86397 162 8

Getting to Grips with . . . is a series of publications produced by the National Centre for Vocational Education Research (NCVER) and edited by William Hall. Each booklet is in two parts: the first part comprises a clear description of the subject and the second gives an annotated list of other relevant publications. See the first volume of this publication, *An Annotated Bibliography of Workplace Basic Education Resources and Readings*, for a listing of other titles in the *Getting to Grips with . . .* series.

Getting to Grips with Developing Competency Standards

Thomson, Peter

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1995, 0 86397 231 4

This title discusses the Australian Standards Framework, who is involved in developing standards, what types of standards there are and how they are developed. There are also sections on judging the quality of a competency standard and how to become a Competency Standards Body.

Getting to Grips with Evaluating Training

Guthrie, Hugh

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1995, 0 86397 191 1

Getting to Grips with Evaluating Training discusses the importance of evaluating training, how to plan and conduct evaluations and who should be involved.

Getting to Grips with Key Competencies

Hall, William & Werner, Mark C.

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1995, 0 36297 795 0

This volume gives an explanation of the term ' key competencies' and their significance for educators and trainers. The booklet explains the context in which the Mayer committee settled on the eight key competencies and briefly how they were developed. The competencies are outlined, including practical examples of their application. Two short sections discuss the teaching and assessment of key competencies and issues related to competency based education. Finally, an annotated list of publications is included for further reading. This booklet provides a very clear and simple introduction to the topic.

Getting to Grips with the National Training Reform Agenda

Hall, William

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1995, 0 86397 183 0

This one of the series of *Getting to Grips with...* discusses training reform - what it is and how it is progressing, as well as highlighting the needs of both individuals and of industry in vocational education.

Good Practice in Australian Adult Literacy and Basic Education No. 23: Literacy for Jobseekers

Susan Munter Communications, Canberra, 1994

This issue of *Good Practice* focuses on labour market programs. Articles cover policy and practice and include:

- The White Paper: Implications for jobseekers with literacy needs
- The computer vs the crowbar
- Developing jobseeking skills with literacy clients.

How to do a Skills Analysis and Skills Audit

Hayton, Geoff & Loveder, Philip

TAFE National Centre for Research and Development, Leabrook, SA, 1992, 0 86397 274 8 (hardback)

This book reviews skills audit and analysis techniques which have been developed to focus on skills, and gives a guide to their use. Skills analysis identifies the skills (or competencies) required for each job; skills audit identifies the skills (or competencies) held by the individuals. Sections include:

- Understanding the jargon
- Types of project (and how they can fit with, for eg. award restructuring, job redesign)
- Planning the skills project
- Conducting the skills project
- Implementing changes.

Incorporating English Language and Literacy Competencies into Industry Standards

National Board of Employment, Education and Training and the Australian Language and Literacy Council, Commonwealth of Australia, Canberra, 1993, 0 644 32877 0

This is the report from the Australian Language and Literacy Council's investigation into the reference: To undertake an investigation and evaluation of different models of incorporating English language and literacy competencies into the standards being established by industry bodies under the Australian Standards Framework. The council's analysis concludes, with one modified exception, that there were no models for incorporating English language and literacy competencies in these standards, and recommends that a pilot study be undertaken in conjunction with the National Framework of Adult English Language, Literacy and Numeracy Competence Project into the treatment of English language and literacy competencies within industry standards.

In their own words: Industry case studies in workplace communication

Hilliard, Virginia with Monckton, Maureen

Social Change Media, Sydney, 1995

This is a collection of brief descriptions of language, literacy and numeracy programs as they have been conducted in eleven Australian companies. It aims to present long-term plans and practical examples of 'improving business performance by improving people's skills'.

For each of the companies the following is given:

- a brief profile of the company (size of workforce, type of business, backgrounds of employees)
- profile and the training program as established for the company (objectives, who involved, when and for how long, program management and support, outcomes/results, future directions/plans, brief comments from managers)

A brief list of sources of information for organising language, literacy and numeracy programs is included at the end of the book.

Integrating English Language, Literacy and Numeracy into Vocational Education and Training: A Framework

Courtenay, Marianne & Mawer, Giselle

NSW Technical and Further Education Commission, Foundation Studies Training Division, Blacktown, NSW, 1995, 0 7310 4986 1

A Framework designed to assist those involved in the planning, development and delivery of vocational education and training programs with a framework for integrating English language, literacy and numeracy. It consists of three sections. Section 1 looks at the general context of developing a skilled workforce. The second section discusses integration. Section 3 consists of principles and strategies for implementing English language, literacy and numeracy into vocational education and training.

This was an Australian Language and Literacy Policy project. The research was based on literature searches and national focus group meetings of stakeholders - teachers, industry representatives, policy makers, etc.

A summary of the report has also been produced and published separately.

Integrating English Language, Literacy and Numeracy into Vocational Education and Training: A Framework - Summary

Courtenay, Marianne & Mawer, Giselle

NSW Technical and Further Education Commission, Foundation Studies Training Division, Blacktown, NSW, 1995, 0 7310 4986 1

This is a summary of the research report described in the previous entry.

Integrating Language, Literacy and Numeracy Provision into Vocational Education and Training

Courtenay, Marianne

NSW, Foundation Studies Training Division, Blacktown, NSW, 1994

A discussion paper prepared by the Foundation Studies Training Division of NSW TAFE to provide Training Divisions and Institutes within NSW TAFE with a statement of the issues involved in integrating language, literacy and numeracy provision with vocational education. The paper addresses:

- issues affecting current language, literacy and numeracy provision in relation to vocational education and training
- the main theoretical and practical arguments supporting the integration of language, literacy and numeracy provision into vocational education and training
- principles which inform integrated program provision
- a range of integration strategies and examples of their application with particular reference to NSW TAFE program provision.

While the paper is primarily for NSW TAFE, the issues discussed and the integration principles outlined are of relevance to all those involved in determining competency standards, and training needs and vocational education and training provisions.

Job Focus: Activities to enable job seekers to develop appropriate skills for their own job search

Hogarth, Willa

NSW Adult Migrant English Service (AMES), Surry Hills, NSW, 1995, 0 7305 0484 0, 0 7310 1812 5

Job Focus contains activities for non-English speaking background jobseekers to develop appropriate skills for their own job search. There are ten units covering the following areas: employment in Australia; setting realistic goals; networking; writing a resume; interpreting job advertisements; private sector positions; phoning and

form filling; public sector positions; approaching employers directly; and the interview. The publication includes teacher's notes and an answer key.

Kakadu National Park as a Case Study in Workplace Literacy

Wignell, Peter & Boyd, Kate

National Languages and Literacy Institute of Australia, Adult Literacy Research Network, Canberra, 1994, 0 642 21234 1

This report explains the complex socio-cultural features of the workplace at Kakadu National Park, combining as it does traditional indigenous ownership and custodial obligations, with all the trappings of a modern bureaucratic structure and culture. The report focuses on what types of written text are used and are necessary in managing the park, how those texts interconnect and what types of difficulties these texts are likely to have. The practical recommendations are able to make very specific references to improving the form of texts used within the national park and to provide sound suggestions as to how workplace training tests might be improved and appropriate curriculum developed.

Kangan: 20 years on

Kearns, Peter & Hall, William (eds.)

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1994, 0 86397 159 8

Established in 1973 the Kangan Committee provided information and advice relating to the development of technical and further education in Australia. To commemorate the 20th anniversary of the Kangan report, a symposium and a number of workshops were held. This volume includes the presented and commissioned papers on the Kangan report, the Kangan legacy, and future directions and a brief biography of Myer Kangan.

Language, Literacy and Numeracy at Merck Sharp and Dohme (Australia) Pty Ltd: Summary of a case study of an integrated approach

Western Sydney Institute of TAFE, Foundation Studies Training Division and Merck Sharp and Dohme (Australia), Ashfield, NSW, 1994

This well-presented pamphlet is of a summary of a case study of a workplace literacy program. It briefly states the objectives and outcomes of the program.

Learning from Experience : Empowerment or Incorporation?

Fraser, Wilma

National Institute of Adult Continuing Education (England and Wales) (NIACE), Leicester, UK, 1995, 1 872941 60 5

In the UK context APL, the assessment of prior learning and APEL, the accreditation of prior experiential learning have become well-established practice in all forms of adult, further and higher education, offering a bridge between past experiences and future learning goals. But, for this author, these practices raise a number of questions, in particular: who gets to say which experiences, and whose, will count towards accredited qualifications? and what is gained and what is lost in the translation of private experiences into the public sphere? Based on the 'Making Experience Count' project, this book discusses experiential learning in courses: at Ford Motor Company; within outreach provision for marginalised groups; with women; with long-term unemployed; in higher education; with ethnic minority groups. It aims to offer both theoretical and practice-based information.

Literacies and the Workplace: A Collection of original essays

Deakin University, Geelong, Vic., 1994, 0 7300 1923 3

A collection of five articles on workplace literacy. The articles cover broad issues to do with training in the workplace and the demands of the training agenda and new requirements of workplaces. There is an Introduction by Mike Brown, followed by a chapter called *Literacies, Workplaces and the Demands of New Times* by Colin Lankshear& Allan Levett. The next chapter, *Fears, Fantasies and Futures in Workers' Literacy* was written by Peter O'Connor, whilst *Language Learning and the New Industry Context: Issues of Language and Power* is by Crina Virgona. Rosie Wickert & Mike Baynham wrote the final chapter, titled *'Just Like Farmland and Goldmines': Workplace Literacies in an Era of Long-term Unemployment.*

Literacy and the Unemployed

Black, Stephen

University of Technology, Sydney, Centre for Language and Literacy, Broadway, NSW, 1995, 1 86365 188 8

This research report is about long term unemployed people who are referred to a Government funded literacy/numeracy program as a means of improving their job prospects. Primarily, the focus is on the perceptions and dispositions of these unemployed people, both in relation to the process of their referral to a literacy program and the role they see literacy playing in their employment prospects. The report seeks to relate this qualitative picture, as presented through interviews with a sample of CES clients, to the broader socio-political context of government policy on literacy and the unemployed.

Literacy at Work: Incorporating English Language and Literacy Competencies into Industry / Enterprise Standards

Gibb, Jennifer, Keenan, Michael & Solomon, Nicky for the Australian Language & Literacy Council

Australian Government Publishing Service (AGPS), Canberra, 1996, 0 644 36290 1

This report consists of two parts: a report of the pilot study into the warehousing and distribution industry; and a separately published model for incorporating English language and literacy competencies into industry/enterprise standards. The Australian Language and Literacy Council hopes that this pilot report through its attendant model, will lead to English language and literacy competencies being incorporated explicitly into industry standards. As a consequence, language and literacy training is more likely to be delivered, and this training is more likely to be tailored specifically for the workplace.

Literacy at Work: The Workplace Basic Education Project Model of Delivery

Newcombe, Jude

Deakin University, Geelong, Vic., 1994, 0 7300 1757 5

This report charts the development and history of the CAE's Workplace Basic Education Project which began in 1984. It covers the influences on its commencement, its initial goals and practices and charts the program's experience in providing basic education in the workplace. It also considers issues which are frequently asked about workplace basic education.

Literacy in Industry Research Project: Stage 1 Scientific Literacy

Rose, David, McInnes, David & Korner, Henrike

NSW Department of School Education, Metropolitan East Disadvantaged Schools Program, Erskineville, NSW, 1992, 0 7305 9779 2

This book documents research that was carried out by the Write-it-Right industry project into the nature of the literacy demands within and across scientific industrial sectors. It relates the findings to literacy in the NSW secondary Key Learning Areas and develops a model that relates the language demands of science in schools with those of manufacturing. It also describes the language features of scientific writing in industry at each of the eight National Training Board competency levels. This resource would be useful for workplace trainers or teachers of integrated science/literacy programs.

Literacy in South African Industry: Paper presented at the 'Literacy in Industry' Seminar, Durban, February 1993

Wydeman, J.L.

Human Sciences Research Council, Pretoria, 1993

This paper attempts to highlight the role of industry in the provision of quality adult basic education (ABE). A brief discussion on what literacy/ABE entails is followed by discussion of the development of literacy in South Africa during the past four decades. This is followed by a discussion of certain prevailing literacy myths. The author then looks at steps that can be taken to ensure good quality literacy/ABE provision and, finally, the importance of evaluation and accreditation as measures to acquire quality provision.

Literacy networking at the CES / provider / employer interface

Corcoran, Bill & others

Department of Employment, Education, Training and Youth Affairs (DEETYA), Canberra, 1996, 1 86435 215 9

A report of an Australian Language and Literacy Policy (ALLP) project that sought to investigate literacy networking at the CES / provider / employer interface in relation to jobseekers' participation in labour market programs. The study developed a number of outcomes including a scale to measure changes in jobseekers' attitudes to literacy after participation in labour market programs, and a set of Literacy Networking Guidelines.

Literacy Training Project: Food Industry Report

Barrow, Elizabeth & Dineen, Christine

Victoria, State Training Board, Melbourne, 1992

With the aim of conducting a pilot literacy training project for the Food Production Industry, discussions were held with representatives of the National Union of Workers (Millers and Grocers Branch), and a number of food production companies. A pilot project was conducted with McCormick Foods and this report documents the projects and its outcomes. It concludes that:

- the peer tutoring scheme used was an excellent model for the industry
- development of specific materials for the workplace is vitally important if the literacy program is to be successful
- an Independent Learning Centre is a valuable asset to a literacy training program.

Details of the objectives, methodology and outcomes of the project are included in the report as are recommendations.

Looking into Queensland: An investigation of communication needs in Queensland TCF and Allied industries: Project report

Claire, Elene

Australian Textile Clothing and Footwear Industry Training Board, Carlton, Vic., 1995, 0 646 23467 6

This report examines the nature and needs of the TCF industries in Queensland focusing on the language and literacy requirements of workers and perceptions of need. Interviews and/or site visits were conducted with a wide range of interested parties, with particular attention to companies known to have a culturally diverse workforce. The report includes case studies of three workplaces and the communication courses they have run with funding provided by the Workplace English Language and Literacy (WELL) program.

Making a case: Six case studies of language and literacy provision in TCF companies: Project report

Manidis, Marie & Micallef, Kathleen

Australian Textile Clothing and Footwear Industry Training Board, Carlton, Vic., 1995, 0 646 23469 2

The case studies in this report document the key features of six different WELL (Workplace English Language and Literacy) programs. The details were gathered through company visits and meetings carried out by project officers from the ATCFITB (Australian Textile, Clothing and Footwear Industry Training Board). The report aims to 'make information about language and literacy training accessible, to promote a wider understanding about how it works, and to relay the experiences of all those involved in setting up training'. Section 1 includes what occurred, comments from the workplaces (from both management and participants), and the key stages of implementation in each workplace. Section 2 comprises brief case studies. Workplaces include BTR Kennon, Yarra Falls, Victorian Hide and Skin Producers, Aladdin's Laundry and Enoch Taylor and Co.

Making it Happen: Improving the basic skills of the workplace

Adult Literacy and Basic Skills Unit (ALBSU), London, 1993, 1 870741 72 2

This UK booklet was designed to outline the basic skills needed by industry, what these skills are needed for, the cost of poor skills, approaches to basic skills training and how the Adult Literacy and Basic Skills Unit (ALBSU) can assist.

Managing Organisational Learning: From Rhetoric to Reality

Field, Laurie in collaboration with Ford, Bill

Longman Australia, Melbourne, 1995, 0 582 80313 6

This book seeks to address the issues of how teams and whole organisations can become 'learning organisations'. It aims to be applicable to a government department, office, bank, manufacturing plant, agency, building site, or any other group 'trying to achieve quality, profit or productivity'. The book attempts to summarise the new ideas in this area and suggests practical ways to improve organisational learning. Chapters include: 'Employee relations and organisational learning', 'Work organisation and learning' and 'Technology, information management and learning'.

Maths Work: Maths in the Textile, Clothing, Footwear and Allied Industries

Wallace, Midge

Australian Light Manufacturing Industry Training Advisory Board, Carlton, Vic., 1995, 0 646 27035 4

This publication highlights the extent to which maths is used at work, and discusses situations and ways in which maths is necessary. It covers the problems for workers with poor maths skills and in particular, for workers of a Non-English Speaking Background (NESB).

Clearly presented examples drawn from three Textile, Clothing and Footwear (TCF) companies show how daily operations used maths - end-of-day work summaries, packing slips, delivery dockets and requisition listings. The focus section further discusses two contexts in which maths is commonly used - quality control and stock management. The report concludes with notes and tips for trainers and a list of useful resources. This publication exists as documentation of mathematics usage in a particular industry however it is not a comprehensive analysis of numeracy needs in the workplace. It should be used in association with support and extension texts.

Migrant women retrenched from the textile, clothing and footwear industries: A report on their experiences and needs

Bowen, Ruth

Broadmeadows and District Migrant Resource Centre, Broadmeadows, Vic., 1993

The aim of this project was to investigate the vocational experiences of migrant women retrenchees with a view to assessing and improving the effectiveness of labour market programs such as TCF LAP (Labour Adjustment Package) and Skill-Link. Sections include discussion of the experience of retrenchment, access to information about entitlements, and employment aspirations and prospects.

More Than Just Words: Good practice in literacy provision in the vocational context

Rizzetti, Janine

Northern Metropolitan College of TAFE, Preston, Vic., 1995, 0 646 23360 2

This publication arose from a project entitled Vocational Literacy for Koories. It is divided into three sections: Section 1 is directed towards administrators and practitioners responsible for the establishment of programs accessed by Koorie people. It highlights issues which should be addressed in order to ensure that demand for, and ownership of, programs remains with Koorie people.

Section 2 addresses language and learning issues applicable to Koorie students in a whole range of vocational education contexts. It particularly focuses on Koorie English, learning styles and the classroom dynamics that shape Koorie students' involvement and achievement in vocational training.

Section 3 is intended more specifically for adult literacy practitioners who are delivering literacy support within vocational training.

More Than Money Can Say: The impact of ESL and literacy training in the Australian workplace: Vol. I The executive summary, the findings and the case studies

Pearson, Geoff, Bean, Robert, Duffy, Judy, Manidis, Marie, Wolkenberg, Tanya & Wyse, Linda

Department of Employment, Education, Training and Youth Affairs, Canberra, 1996, 0 642 25060 X

The purpose of this research project was to establish and, wherever possible, to quantify the impact of ESL and

Literacy training run in Australian workplaces. More than 500 respondents in over 30 different Australian workplaces representing 13 industries across five states have taken part in this study. The interviews, questionnaire returns, and in-depth follow-up research show that there have been significant gains in productivity, efficiency and economic competitiveness linked directly to workplace English language, literacy and numeracy inclusive training. The project report includes: the data and information collected; a synthesised analysis and interpretation of the findings; recommendations based on these findings; and a selected set of mini-case studies from some of the participating workplaces.

A separate volume of statistical data accompanies the report.

More Than Money Can Say: The impact of ESL and literacy training in the Australian workplace: Vol. II The statistical overview

Pearson, Geoff, Bean, Robert, Duffy, Judy, Manidis, Marie, Wolkenberg, Tanya & Wyse, Linda

Department of Employment, Education, Training and Youth Affairs, Canberra, 1996, 0 642 25060 X

This is the separate volume of statistical data that accompanies the report described in the previous entry.

National Communication Skills Modules

Cielens, Martin, Hann, Adrian, O'Connell, Bernice, O'Hara, Bernice, Vickers, Neil, Sainsbery, Robyn & Wallbridge, Jan

Australian Committee for Training Curriculum (ACTRAC), Frankston, Vic., 1995

This series of National Communication modules from ACTRAC has been developed so that they can:

- be used as stand alone units
- be included within a course individually or in combination
- be combined to form a training program
- be selected to develop particular communication competencies.

Modules include: Job Seeking Skills, Work Team Communication, Dealing with Conflict, Graphic Communication, Negotiation Skills, Client Interaction and Interviewer Skills.

The package contains full teacher/trainer notes and individual module curriculum outlines.

National Communication Strategy for the Australian Food, Beverage and Tobacco Processing Industry

Burns, Anne & Joyce, Helen

National Food Industry Training Council, Brisbane, 1993, 0 642 20349 0

This strategy is part of the National Food Industry Training Council's (NFITC) coordinated approach to the development of a national system of accredited training for the Australian Food, Beverage and Tobacco Processing Industry. It provides the framework upon which the NFITC will formulate its operational plan for the establishment of literacy, English language and numeracy projects across Australia.

Section 1 is the strategy document and it sets out the rationale for the strategy and defines terminology, identifies key statements, goals and strategies. Section 2 is the guidelines document which reflects the key statements, goals and strategies presented in Section 1. It provides specific guidance for the implementation of training and communication provision at the enterprise level.

One Size Fits Some: Competency-based training and non-English speaking background people

Mawer, Giselle & Field, Laurie

Non-English Speaking Background Ministerial Consultative Group on Vocational Education and Training (DEET), Canberra, 1995, 0 644 4527

The Non-English Speaking Background Ministerial Consultative Group on Vocational Education and Training commissioned this independent research on the impact of competency-based training on non English speaking background people entering and in the labour market. In particular the study examined:

- the importance of language and literacy skills to participation in competency-based training in the workplace
- the development and use of industry competency standards in the workplace

- curriculum development and training delivery
- recognition of prior learning
- issues surrounding awareness of competency-based training and information dissemination
- the importance of language and literacy skills to participation in competency based training in the workplace
- assessment structures.

Peterborough Workplace Education Project Evaluation Report

Leef, Carol & others

Peterborough Workplace Education Project, Peterborough, Ontario, Canada, 1994

The project, funded by the Canada Employment Centre, was developed in response to a community effort to secure training opportunities for employees in the manufacturing sector needing upgrading and work-related training. This report summarises the activities of the project of the period June 1993 to March 1994 and covers:

- publicity
- assessments provided (of both individuals and companies)
- companies involved with classes
- types of programs being conducted
- partnerships that have been set-up with companies and other providers.

Interviews were conducted with employers, employees, unions, providers, instructors and tutors and their observations are included in the report. Overall, the evaluation confirmed that the WEP was very effective in its first phase, but a number of aspects of the process which need streamlining are identified. Recommendations cover programming, funding, partnerships, marketing and future directions. The report is part of a kit which includes pamphlets for employees and employers, advertising brochures, published articles on the project and a summary of the evaluation report.

Professional Development Course for Workplace Education Teachers

Swinburne University of Technology, Workplace Skills Unit, Hawthorn, Vic., 1993

The course consists of 5 modules which represent 100 hours of work with a further 100 hours yet to be developed. The modules are:

- Workplace Reform and the New Work Culture
- The Worker / Learner
- The Teacher in the Workplace
- The Teaching / Learning Process
- Managing Workplace Education Programs.

Each module involves a range of activities - information input, interaction and fieldwork, personal expression, workshops and assessment tasks.

Putting General Education to Work: The Key Competencies Report

Mayer, Eric & Committee

The Australian Education Council and Ministers for Vocational Education, Employment and Training, Melbourne, 1992, 0 646 12448 X

The 'Mayer Committee' was set up to facilitate development of Key Competencies proposed by the Finn Committee in Young People's Participation in Post-Compulsory Education and Training. In this report the Key Competencies are identified and the description attempts to provide a common reference point for curriculum and teaching in both the school and training sectors and a basis for a consistent approach to assessing and reporting achievement.

Putting Small and Medium Enterprise Development Issues on the Education and Training Agenda

Burroughs, Elizabeth M. & Lugg, Rosemary

Human Sciences Research Council, Pretoria, 1994

This South African position paper is concerned with the educational needs of small and medium enterprises. It aims to identify strategies for incorporating and addressing these needs in the draft education and training policy of the African National Congress (ANC).

Research report on professional development needs in vocational education and training in relation to developing language, literacy and numeracy competence

D'Agostino, Jo, Palfreeman, Anabel, Quill, Micky & Ward, Patricia

National Staff Development Committee, Chadstone, Victoria, 1995, 0 642 22947 3

This is the report of a national research project on the professional development needs of curriculum writers, industry trainers and vocational teachers in relation to the development of language, literacy and numeracy competence in vocational education and training.

The main findings of the project were:

- a paucity of well-documented, formal professional development programs
- lack of awareness about existing training packages and professional development options
- there are a number of gaps between the needs of curriculum writers, industry trainers and vocational teachers and the outcomes of existing training packages.

Recommendations were made about:

- the need for a resource to disseminate information about professional development to all three groups
- specific developments to meet the major needs of each group
- national forums to promote good practice in the integration of language, literacy and numeracy competence into vocational education and training.

Review of the Commonwealth Adult Literacy Program - Workplace Projects 1991 and 1992

Dickson, Veronica & Dixon, Carol

Holmesglen College of TAFE, Chadstone, Vic., 1994

This project evaluated the 1991 and 1992 Commonwealth Adult Literacy Program Workplace Projects funded through the Office of Training and Further Education in Victoria. The project collected and reviewed the outcomes of the projects and collated the information onto a database. This information (both the materials where available and the database data) was then placed with ARIS.

Rural Reflections

Miniely, Donna (ed.)

Literacy Field Research Group, Dundas, Ontario, Canada, 1995, 0-9697929-2-1

This collection of papers from rural Ontario includes:

- *The Lambton Learning Lab Project* (How well can a mobile learning lab work in a rural program?)
- *On Track: Using tables to organize and schedule data* (How can you use tables to improve your planning process?)
- *Rural literacy and health concerns* (How can you find out ways in which literacy needs relate to health concerns?)
- *A Living library* (How can a literacy program support job searches for the unemployed?)
- *Flying by the seat of my pants: A Novice researcher's reflections*
- *Recognition for learning: Life cycle of a project* (How do you develop a system to recognize adult basic learning?).

Seeking Directions: Training Industry Trainers in a Multilingual Workforce

Virgona, Crina

National Centre for English Language Teaching and Research (NCELTR), Sydney, 1994, 1 86408 050 7

This report outlines the work of a team of AMES teachers and Vehicle Industry Certificate trainers at Ford Motor Vehicle Company. The team took part in the trialling of a model for training industry trainers of trainees from non-English speaking backgrounds.

Part 1 outlines the historical, philosophical and educational context which underpins the model. Part 2 provides an overview of the project and places the project and its participants in context. It also provides an evaluation of the trialling, and recommendations for future 'train the trainer' programs. The third part gives a session-by-session account of the program and includes samples of material used on the program or generated by it.

Selected Vocational Education and Training Statistics 1995

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1996, 1323-8841 (ISSN)

Organised by state and stream/field of study, these statistics cover recognised TAFE providers across Australia and provide information on enrolments, students' age, contact hours, types of attendance (full-time or part-time), fields of study and expenditure levels. An annual publication.

Short stories from the workplace and Short stories from the workplace: workbook

de Neef, Jean

Victoria, Adult Migrant Education Services (AMES), English in the Workplace, Melbourne, 1995, 0 7306 5601 2

These are from the series *English in the Workplace Flexible Learning Modules*. The materials incorporate distance learning design principles and are intended for learners able to read at basic and pre-intermediate levels. They seek primarily to develop reading skills through a range of activities, but attention is also paid to other skills. The fourteen stories are set in a manufacturing company against a background of workplace issues such as quality assurance, work teams, occupational health and safety, enterprise bargaining and sexual harassment. Each story is illustrated and recorded on cassette.

Learners are guided through workplace tasks requiring basic literacy skills, such as finding information in a simple memo, filling in a leave form, reading a warning tag and interpreting a production graph. The materials are suitable for learners studying independently or in a class.

State Rail Basic Education Pilot Program: Evaluation Report

Barin, Lorene & Stipanovic, Marica

NSW TAFE, Bankstown, NSW, 1991

This pilot program in workplace literacy and numeracy was conducted at the NSW State Rail's Bogie Maintenance Centre, Chullora. This report includes details of program aims, program stages, evaluation methods and outcomes. It concludes that the pilot was successful in providing a training model to develop the literacy and numeracy skills of employees, but benefits will be increased when award restructuring processes are completed, and the model can be used for more specific skills training.

Talking it through: teachers' guide and classroom materials

Hogarth, Willa & Burnett, Linda

National Centre for English Language Teaching and Research (NCELTR), Sydney, 1995, 1 86408 176 7

Talking it through: teacher's guide and classroom materials is for teachers working with Non-English Speaking Background students to develop interactive strategies which help them communicate effectively in the workplace. The book and cassette aim to raise awareness of possible cross-cultural communication difficulties which may occur in the culturally diverse workplace, and focus on appropriate interactive strategies to be used with colleagues in everyday problem solving situations.

Each unit focuses on a different interactive strategy including presenting information, clarifying pragmatic intention, hypothesis testing and using politeness strategies. It is also a useful resource for teachers of native English speakers for its structured negotiation models and relevance to workplace situations.

Talking Shop: Developing Literacy Skills for a Restructured Workplace

Wyse, Linda

TAFE Publications, Collingwood, Vic., 1994

This is a series of 10 student workbooks and an Instructor Guide for teachers. The workbooks are set around a workplace context or situation. On average there are four chapters in each workbook. Each chapter follows the same format with a short passage followed by language exercises. The exercises look similar to many found in school texts but the context is adult and highlights issues and information relevant to the Australian workplace. The Instructor Guide gives additional information on the reading segment in each chapter and gives additional direction and ideas in relation to some exercises.

Talking Shop, Book 1: Top Class Manufacturing Company

Wyse, Linda

TAFE Publications, Collingwood, Vic., 1994, 0 7306 4127 9

This book aims to set the scene for the series and gives an overview of the workplace and the group of people with whom the story is concerned. The story and people are used in the 10 workbooks.

Talking Shop, Book 2: The Team Leader

Wyse, Linda

TAFE Publications, Collingwood, Vic., 1994, 0 7306 4128 7

Talking Shop, Book 3: The Union Delegate

Wyse, Linda

TAFE Publications, Collingwood, Vic., 1994, 0 7306 4129 5

Talking Shop, Book 4: The Occupational Health and Safety Representative

Wyse, Linda

TAFE Publications, Collingwood, Vic., 1994, 0 7306 4130 9

Talking Shop, Book 5: A Quality Assurance Team Member

Wyse, Linda

TAFE Publications, Collingwood, Vic., 1994, 0 7306 4131 7

Talking Shop, Book 6: Nguyen Thi Bich A Team Member

Wyse, Linda

TAFE Publications, Collingwood, Vic., 1994, 0 7306 4132 5

Talking Shop, Book 7: Peter Dimkeski A Team Member

Wyse, Linda

TAFE Publications, Collingwood, Vic., 1994, 0 7306 4133 3

Talking Shop, Book 8: Our Weekly Meetings

Wyse, Linda

TAFE Publications, Collingwood, Vic., 1994, 0 7306 4134 1

Talking Shop, Book 9: Working in the Store

Wyse, Linda

TAFE Publications, Collingwood, Vic., 1994, 0 7306 4135 X

Talking Shop, Book 10: Challenging the Future

Wyse, Linda

TAFE Publications, Collingwood, Vic., 1994, 0 7306 4136 8

Talking Shop: Developing Literacy Skills for a Restructured Workplace: Instructor Guide

Wyse, Linda

TAFE Publications, Collingwood, Vic., 1994, 0 7306 4137 6

The Instructor Guide for ***Talking Shop: Developing Literacy Skills for a Restructured Workplace*** gives additional information on the reading segment in each chapter and gives additional direction and ideas in relation to some exercises.

Teaching basic workplace literacy skills to employees with intellectual disabilities: A practical guide to assessment and teaching strategies

Shannon, Frances

Orange College of TAFE, Orange, NSW, 1995, 0 7310 1049 3

This manual is intended to be a practical guide to assist teachers and trainers address the basic language, literacy and numeracy needs of employees with intellectual disabilities working in open industry or supported employment. It targets employees with low to moderate support needs who may have difficulties with print, with fundamental numeracy concepts and with some basic oral language skills. It is not intended for use with employees with severe speech disorders, and it is assumed employees can understand and respond to simple instructions and requests, and can make choices and participate in decision-making. The skill areas which have been selected incorporate a range of basic workplace literacy skills which are fundamental for 'getting on' at work such as time management skills, occupational health and safety signs, understanding and verifying pay and leave details and ordering and paying for a meal. The examples of how to approach assessment and teaching of these skills can then be applied to other skill areas which may be included in the workplace literacy program. The manual is written in a competency based format and includes teaching aids and strategies to accompany each of the learning outcomes. An A4 ring folder format allows access to individual learning outcomes and associated tasks.

Teaching Literacy in Labour Market Programs

Quinlan, Joan, Mason, Russ, Whittaker, Annette, Neal, Debbie, Rosengren, Rosie, Tagliabue, Wendy, Crawley, Heather & Thiering, Jeannette (ed.)

TAFE National Staff Development Committee, Melbourne, 1995, 0 642 23300 4

This professional development package is written in a competency-based format and is targeted at teachers of adult English language, literacy and numeracy working in labour market programs. The course, of approximately 24 hours, aims to increase knowledge of, and skill in labour market program characteristics, working with labour market clients, the development and delivery of literacy within labour market programs, and marketing labour market programs.

The development of generic competencies in Australia and New Zealand

Werner, Mark C.

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1994, 0 86397 151 2

Amongst the latest developments beginning to make a significant impact on the educational scene world-wide are 'generic competencies'. In Australia these are known as the Mayer competencies or the key competencies, in New Zealand as 'essential skills'. This paper investigates what prompted the adoption of what are considered to be the key competencies and essential skills. In addition it investigates the information and processes used to arrive at the definitions. The development of generic competencies in other countries is also considered.

The Grade Debate: Should we grade competency-based assessment?

Thomson, Peter, Mathers, Roger & Quirk, Robert

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1996, 0 86397 367 1

This report examines the assigning of grades for performance in vocational education and training programs. The main aim of the research was to investigate the existing policies and practices that have led to confusion in competency-bases assessment. A major intention of the researchers was to examine the validity of the current practices and provide additional information which will, 'it is hoped, inform future policy formulation at both a national and State level'.

The Impact of Workplace Literacy Programs: A New Model for Evaluating the Impact of Workplace Literacy Programs

Mikulecky, Larry & Lloyd, Paul

University of Pennsylvania, National Centre on Adult Literacy (NCAL), Philadelphia, Pennsylvania, 1993

Studies of two workplace literacy programs have been used to develop an impact assessment model for workplace literacy programs, and to produce data on the impact of the two quite different workplace literacy programs in the areas of learner gains, workplace improvements, and literacy related changes in learners' families.

Results demonstrated positive improvements in areas assessed (beliefs, practices, processes and abilities, plans, productivity, and family literacy). However, gains were limited to areas directly addressed by instruction.

The Politics of Workplace Literacy: A Case Study

Gowen, Sheryl Greenwood

Teachers College Press, New York, 1992, 0-8077-3213-3

This U.S. report works from the premise that little has been written from the point of view of employees involved in workplace education programs. Thus it is the workers in a southern hospital who have been defined in the public discourse as workers with inadequate literacy skills, who speak in this report. The author studies a nine-month-long functional context literacy program in which they participate, and using ethnographic techniques, story-telling, and carefully documented observations of workplace relations, the author 'brings this literacy program to life'. She illustrates how classism, racism, and sexism continue to be part of the workplace environment, and how these factors contribute to employees' resistance to functional context programs.

The Value of Time: Numeracy for workers in manufacturing

Goddard, Ruth & Regan, Margaret

Council of Adult Education, Melbourne, 1995, 0 646 23350 5

This numeracy book has been written for workers in the manufacturing industry. It has sections on: calculating time intervals, doing time calculations on a calculator, using calendars, checking payslip calculations, explaining trends of graphs and managing time. It contains notes providing background information, wall charts for reference, practice sheets for the learner to do and training hints on how to do them.

Thinking Work Vol. 1: Theoretical Perspectives on Workers' Literacies

O'Connor, Peter (ed.)

Adult Literacy and Basic Skills Unit (ALBSAC), Leichardt, NSW, 1994, 0 646 20944 2

This collection of fourteen essays brings together a range of international and Australian authors. Authors include James Gee, Glynda Hull, Colin Lankshear, Sheryl Gowen, Mary Kalantzis, Bill Cope, Marilyn Frankenstein, Ian Falk, Simon Marginson and Peter O'Connor. Articles bring a range of critical theoretical perspectives to the issues and dilemmas of meeting the literacy and communicative skills needs of workers. They cover critical literacy, women's education, mathematics, vocational education, gender differences, NESB learners, etc.

Thinking, Working, Learning: A Guide to Developing Effective Communication Practices in the Food Processing Industry

Adult Literacy and Basic Skills Action Coalition (ALBSAC)

New South Wales Food Industry Training Council, Leichardt, NSW, 1995

This kit aims to provide a detailed guide to a range of language, literacy, numeracy and other communicative practices occurring in the food processing industry. The guide covers topics such as general definitions of communicative practices and the relevance of major industry and education and training reforms. Sections include: an overview of the food processing industry; industry trends and basic skills development; language and literacy projects in the industry; and resources and contacts.

Up and running: Implementing language and literacy courses in the workplace: Project report

Hislop, Jenny

Australian Textile Clothing and Footwear Industry Training Board, Carlton, Vic., 1995, 0 646 23468 4

The main objectives of this project were to:

- identify in detail, from a range of industries and worksites, the key processes involved in designing and implementing workplace language and literacy programs
- document these processes for industry managers and trainers to better inform them about the options available in incorporating language and literacy in workplace training.

Seven teachers implementing workplace language and literacy programs in NSW were interviewed on their experiences in designing and implementing courses. This report documents the findings and includes:

- a model for implementing workplace programs (which includes discussion of needs analyses, program design, program delivery, assessment and evaluation)

- a detailed analysis of each of the stages in this model, including anecdotal evidence from teachers on the application of this model in their workplaces
- a list of references for further information
- a four-page pamphlet summarising these findings.

User's Guide to Course Design for Competency-Based Curriculum : Second Edition

Australian Committee for Training Curriculum (ACTRAC), Melbourne, 1994, 1 86437 154 4

This is the second edition of the guide approved by the Australian Committee for Training Curriculum (ACTRAC) as meeting the requirements of the National Framework for Recognition of Training (NFROT) for course design in a competency based system of vocational education and training. It is divided into 4 sections: Guide to Processes; the Template; Best Practice; and Useful Background Information. The guide is the basis for writing competency based curriculum in Australia.

Voices of Experience: A Professional Development Package for Adult and Workplace Literacy: Book 3 - The Challenges of Workplace Education

McConnell, Suzanne & Treloar, Aileen (eds.)

Department of Employment, Education and Training, Canberra, 1994, 0 7300 0819 3

This set of seven books and three audio cassettes comprises papers by, and interviews with practitioners, academics and theoreticians from the field of Adult Literacy Education in Australia. A wide range of issues and topics are covered with each volume concentrating on a particular area. Book 3 of the series aims to raise many questions: political, ideological, professional, educational and personal, and includes both papers and a professional development section.

Voices of Experience: A Professional Development Package for Adult and Workplace Literacy: Audio Tapes

Jones, Lyndall (producer and interviewer)

Department of Employment, Education and Training, Canberra, 1994, 0 7300 0825 8

These three audio cassettes accompany the set of seven books in the series of *Voices of Experience*. Tape 1 is titled 'Workplace Experiences'.

What's in a Word?: Recognition of Women's Skills in Work Place Change

Lazenby, Kim & Poynton, Cate

South Australia, Department of Labour, Women's Adviser's Unit, Adelaide, 1992, 0 7308 2753 4

The ways in which skills of women workers are described often reinforces their image as natural attributes or 'gifts' - as personal qualities or 'social' skills rather than industrial or workplace skills. Women are often expected to 'smile and be polite', 'deal with' difficult customers, use 'discretion' and 'common sense'. This research project aimed to investigate and analyse the ways in which women workers describe their skills in order to use this information to inform the development of more effective ways of identifying and describing women's workplace skills. The report concludes that 'despite the importance of women's skills' we are part of 'an industrial process which persistently results in their undervaluation'.

Where are the women?: A report into issues related to women's access to workplace literacy programs

Milton, Marion

Edith Cowan University, School of Language Education, Perth, 1996, 0-7298-0280-9

This small scale WA study sought to investigate the provision of workplace literacy courses available for women in female dominated industries, and women's access to and participation in those courses. Interviews were held with industry representatives, including industry management or human resources personnel, union representatives, course providers and adult literacy educators. Interviews were held with 15 literacy program non-participant women from the selected industries. The report details the research method, and provides information on the accessibility of workplace literacy programs for women and reasons for non-attendance at such programs.

Where are we?: Reviewing the Training Reform Agenda

Lundberg, David

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1994, 0 86397 119 9

The training reform agenda refers to a package of reforms in vocational education which was agreed to by federal, State and Territory ministers. A set of six national goals were adopted in 1992. The training reform agenda is, in that sense, a broadly agreed national policy agenda. The training reform agenda has five main themes: nationally consistent competency based training; national recognition of competencies, however attained; an open national training market; fair participation in vocational education and training; and an integrated entry-level training system.

This paper:

- reviews the content given to these themes in the policies espoused under the national training reform agenda
- reviews the approaches taken to implementing them
- suggests that existing policies are not sufficient to achieve a 'clever country'
- suggests that the means currently being used are not likely to achieve the implementation of major policy objectives before they become obsolete.

Workdays: a day in the life of . . .

Edwards, Hazel

Draw Publications, Kew, Vic., 1995

In this second series of *Workdays: a day in the life of . . .*, five people from various occupations are interviewed, and their thoughts and observations about their work are presented in question and answer form. Written in straight-forward Australian language, the interviewees discuss a typical day or week for them, the skills they need at work, the kinds of people they deal with, the advantages and disadvantages of their situation and how they enjoy being self-employed / working with their family / working for a large organisation. The interviews are interesting and informative and a glossary of terms or colloquialisms is included at the back of each book. This series interviews a fruiterer turned self-employed earth moving contractor, a customs officer, a plumber, a group of female police officers and a family garage owner. The customs officer and the police constables are particularly interesting as their work is perhaps less well known than the others. Issues they discuss include how their work affects their social life, how they cope with attending 'domestics' and road accidents, whether they have difficulties working with male officers and ways of overcoming the stress they experience. These books should be very useful as they could be used in a number of ways, for example, discussions of advantages and disadvantages of various occupations, the "ideal" job or the people or situations you may encounter in a particular occupation.

Workdays: a day in the life of . . . a Customs Officer

Edwards, Hazel

Draw Publications, Kew, Vic., 1995, 1 875759 07 7

Workdays: a day in the life of . . . a Fruiterer and Truck Driver

Edwards, Hazel

Draw Publications, Kew, Vic., 1995, 1 875759 09 3

Workdays: a day in the life of . . . a Plumber

Edwards, Hazel

Draw Publications, Kew, Vic., 1995, 1 875759 10 7

Workdays: a day in the life of . . . Police Constables

Edwards, Hazel

Draw Publications, Kew, Vic., 1995, 1 875759 06 9

Workdays: a day in the life of . . . the Family Garage Owner

Edwards, Hazel

Draw Publications, Kew, Vic., 1995, 1 875759 08 5

Working together

Politis, Olga

Victoria, Adult Migrant Education Services (AMES), English in the Workplace, Melbourne, 1995, 0 7241 7708 6

This title is from the series *English in the Workplace Flexible Learning Modules* and incorporates distance learning design principles. It can be used by learners studying independently or in a class. The material is intended for learners with pre-intermediate oral and reading skills and basic writing skills.

The module consists of three units: Participation at work; Working in teams and with other people; Taking part in meetings. The aims of the module are to:

- develop skills in working together and participating in meetings
- develop awareness of:
  - the mutual benefits of 'working together' in a company
  - attitudes which do not reflect 'working together'
  - meeting procedures
  - cultural factors which affect communication

Working Towards Best Practice in Assessment

Bloch, Barbara & Thomson, Peter

National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1994, 0 86397 079 6

Using a case studies approach this research report identifies a number of issues related to competency based assessment. Eight case studies are identified and described covering a range of vocational education certificates and an adult basic education certificate. Issues identified are to do with assessor training, integrating learning and assessment, validity and reliability, literacy, numeracy and language skills, enterprise and industry standards, and assessment instruments. Elements of good practice, emerging competencies and ways of tackling them are also included in the publication.

Working Words: A User's Guide to Written Communication at Work

Kindler, Jan

Adult, Community and Further Education Board, Victoria, Melbourne, 1994, 0 7306 6018 4

Working Words is a guide to making written material easier to read, understand and use. It is targeted at those who write workplace documents but would also be useful for people who want their writing to be clear and easily understood. *Working Words* covers: the things a writer needs to think about before they begin to write, how to structure a document, how language can be used to make a document easier to understand, how to produce documents that look better and easier to read, and the importance of trialling a document before using it. Sample documents are used to show what to do and what not to do and checklists give writers a quick guide to see they are of the right track.

Workplace Basic Skills: A Study of 10 Canadian Programs

Taylor, Maurice

University of Ottawa, Faculty of Education, Ottawa, Ontario, Canada, 1995

This report looks at different types of workplace literacy programs across Canada. Presented in case study format, it describes how employers and employees have developed and sustained workplace training. In analysing the 10 programs, the document highlights innovative features of the programs, difficulties encountered in the implementation stage, and includes advice for others planning similar programs.

Workplace English Language, Literacy, Numeracy Provision in the Context of Industry Restructuring: Discussion Paper

TAFE New South Wales, Foundation Studies Training Division, Sydney, 1994

This brief paper was developed to provide a framework within which TAFE's future Adult Basic Education and ESOL Provision in workplaces could be examined. It was a response to industry restructuring demands and provided TAFE Industry Training Divisions with the opportunity to respond to its direction.

Workplace Literacy: A Guide to the Literature and Resources

Imel, Susan & Kerka, Sandra

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio, USA, 1992

This bibliography includes considerably more than an annotated list of some 100 items. There is also a discussion of the issues and trends in the developing workplace literature base, brief tips on accessing information (especially via ERIC), descriptions of selected U.S. workplace literacy programs, a brief list of organisations that can provide resources, and a list of those National Workplace Literacy Programs for which ERIC has information.

Workplace Literacy: Guide to Assessments and Program Recommendations

Elliot, Norma

Maryborough College of TAFE, Maryborough, Qld, 1994

The author presents a range of the assessment tasks that she has developed and used in assessing literacy and numeracy skills in workplace settings. She explains the reasons behind the tasks and gives recommendations concerning the results of assessments.

Workplace Literacy Programs: Resources for Program Design, Assessment, Testing and Evaluation

Sticht, Thomas G.

Applied Behavioral and Cognitive Sciences, El Cajon, California, USA, 1995

This US report aims to provide information on the design and evaluation of workplace literacy programs, and an overview of concepts about the nature, uses and abuses of standardized tests in program evaluation and accountability. It does not aim to be a 'how-to' guide but discusses concepts and issues and provides bibliographic resources for those readers who want to learn about designing, developing and evaluating workplace literacy programs.

Writing for the workplace

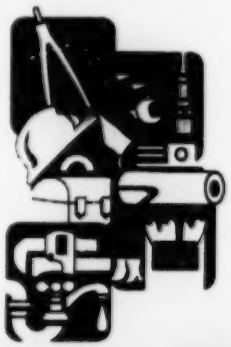
Barnard, Barbara, Kerr, Jenny and Wilson, Liz

NSW Adult Migrant English Service (AMES), Darlinghurst, NSW, 1994

Writing for the Workplace is a series of workbooks and accompanying cassettes designed for people who wish to improve their workplace writing skills. The series is intended for use in distance and open learning programs. Students can work through the series themselves, with occasional help from a teacher or trainer. The series is designed for students from the post-beginner to intermediate levels.

Writing for the workplace: writing skills
Writing for the workplace: accident reports
Writing for the workplace: forms 1
Writing for the workplace: forms 2
Writing for the workplace: notes and messages

The first book, *Writing Skills*, is a general introduction to students about the writing process and explains and demonstrates to students the steps they need to take when they write, looks at spelling strategies, and at other features of writing such as punctuation. Each book is well set out with explanations and appropriate illustrations to support the text. There are exercises to complete, and each section finishes with an assessment task.



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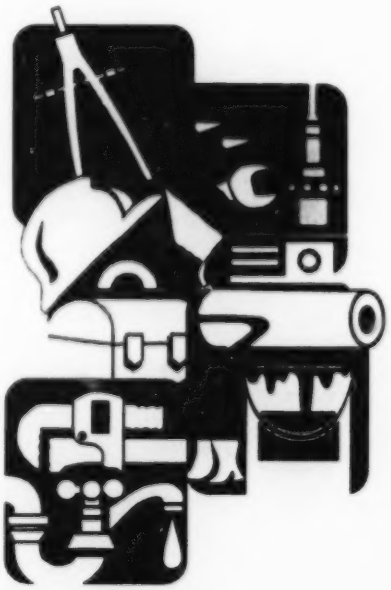

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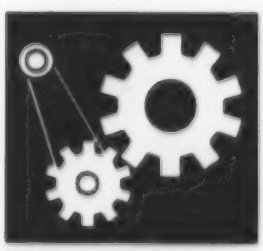

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